

Mission

*The purpose of Butterfly Academy is to develop in children active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each child: **intellectual, spiritual, physical, and emotional.***

Brief History

Founded in 1922 by a group of concerned parents and with the initial funding from the local Monarch Society, Butterfly Academy, also known as The Fluttering Rabble, is a co-educational college-preparatory day school located in Pacific Grove, California. The founders sought a superior educational experience for the children of Pacific Grove and the surrounding areas.

The initial enrollment of 104 students has grown to 692 students from multiple neighborhoods in Monterey County and the northern part of the bay in Santa Cruz. The campus consists of over 20 acres and continues to acquire more land, enabling it to provide exceptional, up-to-date facilities to serve the school's educational needs. The school's programs have developed in response to the ever-evolving nature of education. Offerings in each area of mission focus are designed to provide challenging and engaging opportunities for students.

Butterfly Academy consists of three school divisions. The total current (2013-14) enrollment of Butterfly Academy is 692 students with a graduating class of 50 students. The Lower School (grades PK through fifth) has the largest student population of the three divisions with 338 students, followed by the Upper School (grades ninth through twelfth) with 201 students, and the Middle School (grades sixth through eighth) with 153 students.

Leadership

The school is governed by a Board of Trustees consisting of 9-19 members, no more than 50% may be parents of currently enrolled students. The term of service is three years and is renewable. In accordance with most effective practices, the Board is self-perpetuating; has only one employee; remains focused on the long-range, visionary, and fiduciary responsibility to the school; and is not engaged in day-to-day operations of the school. The Headmaster has full authority with regard to student admissions and dismissals, faculty and staff employing and discharging, creating academic and extra-curricular programs, and overall school leadership.

Self Study

Under the leadership of a Steering Committee, stakeholders were surveyed. Survey analysis revealed several general themes and the Steering Committee convened a series of focus groups composed of different stakeholders to sift through the various themes (note that for reliability, some focus groups were single stakeholder constituencies and others were mixed stakeholder constituencies – the Steering Committee wanted to note commonalities between stakeholder groups under different conditions).

Improvement

Out of these focus groups, three clear areas were identified for further study and planning: assessment, evaluation, and advancement. The Steering Committee formed a committee for each of the three areas identified. These committees were charged with identifying what the school's current realities are, what the school wants to achieve in the area, how the school will enact its visions, how the school will measure its progress in achieving its visions, and finally, most significantly in what ways will achieving the goals related to the three areas help fulfill the school's mission imperatives of helping children be creative, compassionate, courageous.

*Note: with the document library, you may load documents, images, videos, or links.
Also note: this is not a real school. Any resemblance to a real school is entirely coincidental.*